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ABSTRACT

The New York City Staff Development Program for Bilingual and English as a Second Language (ESL) Teachers, funded by the Bureau of Bilingual Education of the New York State Education Department, was designed to serve third and fourth grade teachers who have up to 4 years of teaching experience and who are currently working with limited English proficient (LEP) students. The major objective of the program was to provide an overview of issues pertinent to the instruction of their LEP students. The main themes were: grades 3-4 curricula, reading instruction, second language instruction through the content areas, critical thinking skills, mastery learning, and instructional skills and strategies for teaching LEP students. The program served 250 teachers (of whom 191 filled out program evaluation forms) from 29 New York City community school districts. It was organized in a series of three evening training sessions, which included a general session followed by 10 concurrent workshops. Of the participants, 36% were born in the United States, 35% were born in Puerto Rico, and the remainder were from Central and South America, Europe, and Asia. Only 23% had not yet completed a Master's degree. An evaluation for 1985-86 focused on a description of the planning and implementation of the training sessions as well as an assessment of the program's effectiveness in accomplishing its objectives. The data indicated that the program was highly successful in achieving its goals. Participants who rated themselves highly proficient in Spanish tended to be highly satisfied, whereas those who rated themselves highly proficient in English tended to be less satisfied. Participants with more experience as early childhood or bilingual teachers also tended to be less satisfied with the workshops. (KH)

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THE NEW YORK CITY
STAFF DEVELOPMENT PROGRAM
FOR BILINGUAL/E.S.L.
THIRD AND FOURTH GRADE TEACHERS
1985-1986

OEA Evaluation Report

O.E.A. Evaluation Section Report
Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager
Project Number: 42-68402

THE NEW YORK CITY STAFF DEVELOPMENT PROGRAM FOR BILINGUAL/E.S.L. THIRD AND FOURTH GRADE TEACHERS 1985-1986

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SUMMARY OF THE REPORT

The New York City Staff Development Program for Bilingual and English as a Second Language (E.S.L.) Teachers, funded by the Bureau of Bilingual Education of the New York State Education Department, was designed to serve third and fourth grade tachers who have up to four years of teaching experience, and who are currently working with limited English proficient (LEP) students.

The major objective of the program was to provide an overview of issues pertinent to the instruction of LEP students in third and fourth grades. The main themes were: grades 3-4 curricula, reading instruction, second language instruction through the content areas, critical thinking skills, mastery learning, and instructional skills and strategies for teaching LEP students.

The specific objectives included an 80 percent attendance rate at each of the sessions, participant satisfaction with the workshops and presenters, and an increase in knowledge of language, curriculum development and adaptation, teaching methods.

The director of the Office of Bilingual Education supervised the program and the coordinator was responsible for implementing the program. Six supervisors, six consultants, and eight administrative staff members also worked directly with the program on an hourly basis.

The program served 250 teachers (of whom 191 filled out program evaluation forms) from 29 community school districts in New York City. The program was organized in a series of three evening training sessions, conducted on Mondays, in May and June. Each session included a general session followed by 10 concurrent workshops that addressed the day's topic.

Of the participants, 66 (36 percent) were born in the United States, 64 (35 percent) were born in Puerto Rico, and the rest were from Central and South America, Europe, and Asia. One hundred four (61 percent) participants had Master's (M.A.) degrees and 27 (17 percent) had degrees beyond an M.A. Only 40 (23 percent) had not yet completed an M.A. degree. For the Baccalaureate (B.A.) degree, most participants had majored or minored in Elementary Education, Bilingual Education, Spanish, or content areas.

Those who earned graduate degrees generally specialized in Bilingual Education, Elementary Education, or E.S.L. The majority were licensed or certified in Bilingual Common Branches, and Common Branches. Participants who taught E.S.L. in grades 3-4 had an average of three years experience, and

bilingual teachers in these grades had an average of 4.3 years experience. Sixty-six percent of the participants were currently assigned as bilingual teachers, and 14 percent were assigned as E.S.L. teachers.

The evaluation for 1985-86 focused on a description of the planning and implmentation of the training sessions as well as an assessment of the program's effectiveness in accomplishing its objectives as proposed to and approved by the State Education Department. Data were collected through teacher background questionnaires, evaluation forms, interviews, and on-site observations of training activities. An evaluation of the data indicated that the program was highly successful in achieving its objectives.

Over 82 percent of the participants attended the session held in May and 85 percent attended each of the June sessions, thereby meeting the program objective of 80 percent attendance.

The participants rated the workshops on clarity, organization, scope, usefulness, and the presenters' knowledge of the topics. The 79 percent who rated all six workshops indicated a high degree of satisfaction. Using a four-point scale, 98 to 100 percent of the participants rated all workshops greater than three along each dimension.

Participants were also asked to provide three specific strategies learned. Seven percent gave three strategies, 50 percent provided two, 17 percent provided one, and 27 percent did not respond. The strategies listed were generally somewhat specific (60 percent) or specific answers (23 percent).

Participants who rated themselves highly proficient in Spanish tended to be highly satisfied, whereas those who rated themselves highly proficient in English tended to be less satisfied. Participants with more experience as early childhood or bilingual teachers also tended to be less satisfied with the workshops.

As in the staff development program for teachers in grades K-2, licensed E.S.L. participants were able to provide more specific strategies than those not licensed in E.S.L.. Also, those who provided more specific strategies rated the workshops' clarity, organization, and overall usefulness more positively than those who provided more general strategies. The number and quality of strategies that participants provided were not related to the other background characteristics.

Major strengths of the training sessions expressed by the participants and observed by the evaluation team were related to the overall organization and administration of training; the extent to which presenters were enthusiastic, well-prepared,

and knowledgeable in the subject matter; the link that was made in most workshops between the theoretical information presented at the general sessions and its practical application in a classroom setting; the appropriateness and abundance of materials provided in the workshops; and the actual demonstration of instructional strategies. The only concern participants expressed was that the sessions were not long enough to allow them to interact sufficiently with the presenters.

The following recommendations are aimed at enhancing the future efficacy of similar staff development activities in the future:

1. A follow-up survey questionnaire should be developed, administered, and analyzed to see whether the training resulted in actual implementation of strategies in the classroom. Such a survey would provide baseline data for planning similar future activities. This may be accomplished through a one-day follow-up session for all participants to discuss their progress in implementing the strategies gained from the training.

2. The Office of Bilingual Education should continue to assess the needs of bilingual, E.S.L., and specialized content area (e.g., science) teachers as well as administrators and counselors who work with LEP children. O.B.E. should continue to offer staff development of this nature on different issues and at different grade levels. This would validate the findings of the present study regarding the relationship among background characteristics, satisfaction, and achievement with a different group of teachers.

3. Program staff should tighten the screening process to make sure that districts send only participants who meet the criterion of no more than four years of experience.

4. Program staff should consider the ways to lengthen future workshop sessions or provide another forum so there can be greater interaction between presenters and participants.

5. Since the development of a criterion-referenced instrument based on the objectives of the workshop may not be feasible, the project should eliminate the proposed achievement objective.

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NEW YORK CITY STAFF DEVELOPMENT PROGRAM FOR BILINGUAL/E.S.L. THIRD AND FOURTH GRADE TEACHERS

PROGRAM LOCATION:	Robert F. Wagner Junior High School, 220 East 76th Street New York, New York 10021
YEAR OF OPERATION:	1985-1986, follow up from Staff Development K-2
TARGET POPULATION:	250 bilingual and English as a Second Language (E.S.L.) teachers of grades three and four
PROGRAM DIRECTOR:	Angela Bazley

I. OVERVIEW

The New York City Staff Development Program for Bilingual and English as a Second Language (E.S.L.) Third and Fourth Grade Teachers is the follow-up from Staff Development K-2. The present program provided thematic, in-service training to middle grade (grades three through four) bilingual and E.S.L. teachers citywide. This program was designed for teachers with up to four years of experience, many of whom were new to the middle grades.

The program was funded by the Bureau of Bilingual Education of the New York State Education Department (N.Y.S.E.D.). It served 250 bilingual teachers working with approximately 13,000 limited English proficient (LEP) students in the New York City Public School System.

Building on staff experience and expertise in the New York City Board of Education's Office of Bilingual Education (O.B.E.), this project had as its primary goal the provision of

in-service training in six areas: middle-grade curricula and instruction in a bilingual setting, reading readiness and processes for teaching reading, second language instruction through content areas, critical thinking skills, mastery learning, and overall skills and strategies for teaching LEP students.

The director of O.B.E. oversaw the program, while a project coordinator supervised it: they hired presenters and workshop consultants, recruited and selected participants, and decided on content and format for the sessions. The six topics were selected in consultation with various educators and agencies in the N.Y.S.E.D. and the New York City Board of Education. Information on the target population, the objectives, and the scope of the program was distributed to all New York City community school districts through circulars, letters, and application forms that gave details of pre-registration procedures, dates, times, and topics. Applications required the approval and signatures of principals and district superintendents. The school districts nominated potential participants, of whom O.B.E. selected 250. The basic criterion for selection was years of experience as a bilingual and E.S.L. teacher in grades three and four, with first priority given to those with the least experience. However, many participants had several years' experience teaching these grades. Of the 158 participants who reported the number of years' experience teaching the early grades, 59 percent (94) had four years or

less experience; 41 percent (64) had experience ranging from five to 20 years.

Training was given in three Monday evening sessions (4:00 p.m. to 7:00 p.m.) on May 20, June 3, and June 10. The three sessions had similar formats: registration, opening remarks, a 90-minute general meeting, a period for filling out forms, and a selection of 50-minute workshops (an average of 10 each session). The workshops covered the six central in-service topics: curricula, teaching reading readiness/reading processes, second language instruction through content areas, critical thinking skills, mastery learning, and strategies for instructing LEP students.

The three keynote speakers at the general meetings were a faculty member from New York University, a faculty member from Fordham University, and a master teacher trainer. Each speaker had training in bilingual education for middle grades and each presented a general theoretical perspective.

Field practitioners, representing various language groups and areas of expertise, conducted the workshops which were designed to expand and apply the information presented in the general meetings. According to the program director, two meetings were held with workshop leaders prior to the training sessions to discuss project goals and to determine the leaders' grade level preferences, special areas of expertise, and other basic information. In addition, the format and content of the three training sessions were discussed to ensure the link

between theory and practice in all sessions. Thus the program emphasized the "how to" as well as the "what" of more effectively instructing LEP students, so that participants could leave the sessions feeling they had accomplished/ acquired something concrete.

This evaluation report examines the extent to which the program met its objectives as outlined in the funding proposal to N.Y.S.E.D. Data collection included:

- a teacher background questionnaire filled out by 191 participants;
- evaluation forms for specified activities developed by the Office of Educational Assessment.

II. PARTICIPANT CHARACTERISTICS

Program participants represented 29 of the New York City community school districts (C.S.D.s). Of the 191 participants who filled out the background questionnaire, 21 were from C.S.D. 6 ; C.S.D.s 32 and 7 had 19 and 18 participants, respectively; and C.S.D. 3 had 15 participants. All other districts had fewer than 15 participants.

In terms of education, 104 (84 percent) had at least a master's degree, and 14 (nine percent) had earned post-master's degrees. Only 40 (23 percent) had less than a master's degree. While earning their bachelor's degrees, 176 participants (94 percent) majored or minored in one of the following areas:

TABLE 1

Participants' Educational Backgrounds: Areas of Concentration

	Major		Minor	
Area	N	(%)	N	(%)
Elementary Education	58	(30%)	37	(19%)
Bilingual Education	20	(10%)	10	(5%)
Spanish	33	(17%)	20	(10%)
Early Childhood	3	(2%)	4	(2%)
Content Areas	34	(18%)	38	(20%)
All Other Areas	28	(17%)	30	(16%)

The teachers were diverse in national origin, educational background, and teaching experience. Sixty-six teachers (36 percent) were born in the United States and 64 (35 percent) were born in Puerto Rico. Of the remaining participants, the majority were born in Central and South American Countries, Europe, and Asia. Table 2 presents the distribution of participants' countries of birth.

Of the participants who had a master's degree, 112 (59 percent) specialized in the following areas: 65 in bilingual education (34 percent); six in early childhood education (three percent); 16 in E.S.L. (eight percent); and 25 in elementary education (13 percent). Most participants, regardless of degree, were licensed or certified in the following areas: 134 in Bilingual Common Branches (70 percent), 59 in Common Branches (31 percent); and 14 in E.S.L. (seven percent). Of the 14 participants who were licensed in E.S.L., six were also licensed in Bilingual Common Branches and seven were licensed in Common Branches (five in Spanish, one in French, and seven in some "other" foreign language). Clearly, the training these participants had received was not only advanced, but also specialized.

At the time of the training sessions, 126 (66 percent) were assigned as bilingual teachers and 27 (14 percent) were E.S.L. teachers. They had been working with the middle grades for an average of three years. Seventeen teachers (nine percent) had experience as both E.S.L. and bilingual teachers

TABLE 2

Number and Percent of Program Participants
by Country of Birth

COUNTRY OF BIRTH	NUMBER	PERCENT
U.S.A.	66	36
Puerto Rico	64	35
Cuba	19	10
Ecuador	7	4
Dominican Republic	4	2
People's Republic of China	3	2
Israel	2	1
Greece	2	1
Other European	2	1
Haiti	1	1
Mexico	1	1
Honduras	1	1
El Salvador	1	1
Panama	1	1
England	1	1
USSR	1	1
Vietnam	1	1
Hong Kong	1	1
Spain	1	1
Italy	1	1

- Most participants were born in the United States and Puerto Rico.

for grades three and four. Of the bilingual teachers, 63 (33 percent) reported having experience teaching grades K-12. Those who reported themselves as being bilingual teachers taught in Spanish and English.

Data regarding the current status/position of those participating in the program were available for 187 teachers. At the time of the program, 112 (60 percent) were tenured, 26 (14 percent) were probationary, 25 (13 percent) were regular substitutes, and 24 (13 percent) were per diem substitutes.

Finally, 122 teachers (64 percent) reported that they had been former educational assistants. Twenty-nine of these reported having five or more years of experience in this position.

III. FINDINGS

The program implemented all its proposed activities on schedule, with no major modifications in either the content or the format of the three general sessions. The most difficult problem, as identified by the program director, was allowing sufficient time for the workshops. Having all 19 presenters prepared and on hand at the same time also took some effort. In addition, processing per diem stipends for the 250 teachers and obtaining completed teacher questionnaires and evaluation forms required meticulous management on the part of O.B.E.'s staff.

The following sections present the assessment instruments, procedures, and results for the Staff Development Program for Bilingual/E.S.L. Third and Fourth Grade Teachers by objective.

ATTENDANCE

> "Eighty percent of the bilingual/E.S.L. third and fourth grade teachers registered in the program will attend each of the three sessions proposed."

The training program consisted of three evening sessions. Each session offered two types of presentations: one general presentation followed by a choice of 10 specific workshops.

According to the attendance records maintained by O.B.E., 83 percent (207) of those registered for the program attended the session held in May and 85 percent (211) attended both sessions held in June. The program objective of 80 percent attendance was thus met.

SATISFACTION

> "Ninety percent of the participants will be highly satisfied (an average rating of three or above on a five-point Likert scale) with the clarity, scope, thoroughness, and usefulness of the training sessions."

The form used to evaluate the program asked participants to rate the clarity, organization, knowledge, scope, and usefulness of the presentations, and to provide an overall assessment of the training sessions on a four-point Likert Scale (1=lowest; 4=highest). The four-point scale was used to prevent participants from using the non-committed midpoint response on a five point scale. Despite the more restricted range (see Table 3), the mean rating for each dimension for all general and workshop presentations combined was an average of 3.5 or higher, indicating that virtually all participants were highly pleased with the program. Indeed, this objective was achieved and surpassed.

Table 4 presents mean satisfaction ratings for each day. Overall, satisfaction ratings were very high, ranging from 3.5 to 3.8. The degree of agreement among participants and the consistency of high satisfaction ratings across dimensions suggest that teachers were highly satisfied with the Staff Development Program.

Overall, participants were extremely satisfied with each of the general presentations and specific workshops offered. In fact, several specific workshops received a mean rating of "4" on all dimensions by all participants.

TABLE 3

Participants' Average Satisfaction Ratings* on Each Workshop Dimension for All Sessions

Dimension	Respondents	%	Mean Rating	S.D.
Clarity of Purpose	95	50	3.7	(.28)
Organization of Materials	95	50	3.6	(.32)
Knowledge of Speaker	97	51	3.8	(.22)
Scope of Presentation	94	50	3.5	(.38)
Usefulness of Presentation	93	49	3.6	(.36)
Overall Assessment	93	49	3.6	(.34)

Note: Satisfaction ratings were based on persons who attended all eight workshops.

* Rating Scale: Range = 1 to 4; 1=Lowest, 4=Highest.

- Satisfaction ratings for all presentations throughout the program met and surpassed the objective.

Program participants were also asked to list what they perceived as the primary strengths of the general meetings and workshops. Their answers indicated that these strengths fell into three main categories: presenters' skills, content of the presentations, and materials. Other areas of strength identified by the participants were the kinds of materials provided (e.g., hand-outs, bibliographies, outlines) as well as the actual content of the presentations.

TABLE 4

Average Satisfaction Ratings* For Each Workshop Dimension, By Session

	DIMENSION					
Session	Clarity	Organiza-tion	Knowledge	Scope	Useful-ness	Overall Rating
Day 1	3.6	3.6	3.8	3.5	3.5	3.5
Day 2	3.6	3.6	3.8	3.5	3.5	3.5
Day 3	3.8	3.8	3.8	3.7	3.7	3.8

* Range = 1 to 4; 1 = lowest, 4 = highest

- The objective regarding participant satisfaction was achieved and surpassed when data were analyzed on a daily basis.

Clearly then, based on participants' evaluations of the presentations, the Staff Development Program was successful in achieving the proposed objectives.

ACHIEVEMENT

> "As a result of this training program, participants will demonstrate a statistically significant ($p<.05$) increase in knowledge of language development, curriculum development and adaptation, and teaching methods."

This proposed objective was based on the assumption that criterion-referenced tests would be administered on a pretest and posttest basis to measure participants' achievement. Since no criterion-referenced test was available, the N.Y.S.E.D. agreed to an alternate measure of achievement.

After each general presentation and specific workshop,

participants were asked to list three specific strategies they had learned to teach Bilingual/E.S.L. students in grades three and four. However, no criterion was set as to what proportion of participants should provide three (or two or one) strategies to determine achievement of the objective.

Nevertheless, the number of strategies listed by each participant was counted. Results indicated that seven percent of the teachers listed three new strategies learned per presentation; 50 percent listed two new strategies; 17 percent listed one new strategy. Twenty-seven percent failed to answer the question about specific strategies, indicating that some participants may have felt that the strategies were not new to them, or may not have had time to assimilate the information and decide how it could be applied to the classroom.

Because specific strategies were requested, the evaluation team also rated the degree of specificity of the strategies provided using the following scale:

0 = irrelevant or unintelligible answer, or respondent learned "nothing"
1 = general answer
2 = somewhat specific (unexplained technique/method)
3 = specific (explanation of technique/method)
4 = very specific (detailed explanation)

Responses assigned high values (e.g., "4") were considered "high achievement"; those assigned a low value (e.g., "0") reflected low achievement.

Of those strategies listed, 60 percent were rated as "somewhat specific", and 23 percent were rated as a "specific answer." Very few participants responded with strategies that

were judged to be "general" (seven percent), "irrelevant" (less than one percent) or "very specific" (less than one percent).

IV. RELATIONSHIP BETWEEN FINDINGS AND PARTICIPANTS' BACKGROUND CHARACTERISTICS

SATISFACTION RATINGS AND BACKGROUND CHARACTERISTICS

An additional program goal was to determine if satisfaction ratings were influenced by participants' backgrounds. Correlations were computed to assess the relationship between each satisfaction dimension and the following background variables: highest degree earned, area of specialization, number of graduate education credits earned; participants' age, proficiency ratings in English and Spanish, type of license/certification, years of teaching experience, teacher assignment (e.g. E.S.L., bilingual) for grades K-12, current position held, language background, and place of education. On the whole, participants' background characteristics were not strongly related to satisfaction ratings. Among all the variables analyzed, only four resulted in statistically significant correlations, and those correlations that were statistically significant were rather weak. However, there was little variability among ratings because most participants agreed that the presenters and the presentations were very good. This is likely to limit the potential magnitude of the correlations.

Those with more years of public school education in which English was the primary language of instruction, rated the purpose of the workshops less clear ($r=-.24$); judged the speaker less knowledgeable ($r=-.25$); rated the scope of the presentations less adequate ($r=-.40$); and found the content of

the presentations less useful (r=-.36).

The more experience participants had teaching early childhood grades, the less satisfied they were when asked to rate the workshops' clarity (r=-.24), the speakers' knowledge of the topic (r=-.25), the adequacy of the scope of the presentation (r=-.40), and the usefulness of the presentations (r=-.36). Similarly, the more experience participants had as a bilingual teacher in the middle grades the less satisfied they were when asked to rate the speakers' knowledge of the topic (r=-.23), the adequacy of the scope of the presentations (r=-.24), and the usefulness of the presentations' content (r=-.24).

Those who rated themselves highly proficient in Spanish tended to rate the purpose of the workshop clear (r=.17) and the content of the presentations useful (r=.17). Conversely, as self-ratings in English proficiency increased, "usefulness" evaluations decreased (r=-.22).

Of the four variables, the English and Spanish proficiency ratings had been found significantly correlated with satisfaction in a similar staff development program, thus corroborating that some relationships may exist between how people evaluate themselves on language proficiency and their evaluations of the workshops.

ACHIEVEMENT AND BACKGROUND CHARACTERISTICS

In order to examine the relationship between achievement and participants' characteristics, it was necessary to consider

how to combine both the number (quantity) of strategies listed and their degree of specificity (quality). The original rating scale was revised so that each successive rating might be considered twice as good as the previous one. For example, a somewhat specific response would be considered twice as good as a general response. This scale weights the total number of responses a participant provides in such a way that two somewhat specific answers are scored higher (eight) than three general answers (six).

	Original Scale	Revised Scale
Irrelevant answer-respondent learned nothing	0	1
General answer	1	2
Somewhat specific	2	4
Specific	3	8
Very specific	4	16

Using the revised rating scale, frequencies, correlations, and analyses of variance were computed to determine if participants' backgrounds influenced achievement. The measure of achievement was the sum of all revised ratings divided by the maximum number of strategies participants were asked to list (a total of 18).

The variables included the highest degree completed, area of specialization in college, number of graduate credits earned, participants' age, proficiency ratings in English and

Spanish, type of license and certification, years of teaching experience across all grades, current position held, language background credits earned, and whether they were educated in or outside the United States.

The results of analyses of variance indicate that participants' major while earning their bachelor's degree ($F\ [12,178]=1.76$; $p<.05$), and their minor ($F\ [10,180]=2.21$; $p<.05$), were related to the quality and quantity of participants' achievement. Means and standard deviations of the strategies listed for these teachers are presented in Table 5.

As the table indicates, those who majored or minored in psychology or counseling provided the most specific strategies. Generally, those who majored in education were more specific than those who majored in language or content areas. Conversely, those who minored in education were less specific than those who minored in content areas. Therefore, while the relationships are significant, the lack of consistency does not allow generalizations.

The only other background variable significantly related to achievement was license/certification in Common Branches ($p<.02$). The data indicate that participants whose license or certification was in Common Branches had a higher mean score on the scale combining quantity and quality of answers. This may indicate that much of the material covered was already learned by Common Branches teachers in the courses required for their

certification. Means, standard deviations, and F-values of those who are licensed and certified are presented in Table 6.

TABLE 5

Performance by Participants with Different Educational Backgrounds: Areas of Concentration

Major	Number of Participants	Mean	Standard Deviation
English	7	2.03	.76
Spanish	33	2.30	1.08
Other Language	5	2.51	.88
Bilingual Education	20	2.52	1.48
Early Childhood	3	3.11	1.76
Elementary Education	58	2.45	1.16
Content Areas	34	2.01	1.11
Psychology/Counseling	7	2.90	.92
Minor			
English	13	2.64	.93
Spanish	20	2.74	.88
Other Language	12	2.61	1.03
Bilingual Education	10	2.41	.79
Early Childhood	4	2.17	2.91
Elementary Education	37	2.01	1.14
Content Areas	38	2.39	1.02
Psychology/Counseling	4	3.47	1.65

* Rating Scale: Range 1 to 16; 1=irrelevant answer or respondent learned nothing, 2=general answer, 4=somewhat specific, 8=specific, 16=very specific.

o The relationship between major/minor and achievement is not straightforward, making it difficult to evaluate how "education" influenced "achievement".

TABLE 6

Means, Standard Deviations, and F-Values of Type of License/Certification Found to be Related to Participant Achievement

Variable	Number of Participants	Average Rating for the Number and Quality of Strategies Learned in Each Presentation*	F-Value	Level of Sign.
Common Branches License	59	2.5 (1.99)	4.13	p<.02
No Common Branches License	132	2.1 (1.14)	----	----
Common Branches Certification	77	2.5 (.95)	3.90	p<.02
No Common Branches Certification	114	2.1 (1.3)	----	----

*Numbers in parentheses represent standard deviations.

V. CONCLUSIONS AND RECOMMENDATIONS

The New York City Staff Development Program for Bilingual/ E.S.L. Third and Fourth Grade Teachers, in its second series of citywide training sessions for teachers working with LEP students, was successful. The program staff's systematic planning and organizational skills were evident throughout the three training sessions in such matters as smooth transition between activities and well-run registrations for the large number of participants. Furthermore, the schedule was closely followed throughout.

The speakers, workshop leaders, and participants were highly motivated, fostering positive interaction. The content and structure of the staff development activities were consistent with the outlined objectives and were well received by participants.

When participants were asked to make recommendations for future sessions, many suggested that more time be provided for workshop speakers and for question-and-answer periods. This was not the case with the general meetings; the time allotted for them was considered adequate.

In general, respondents perceived handouts, visual aids, and other materials used in the workshops as strengthening the presentations. They also considered most speakers skillful at making clear, well-organized, and stimulating presentations.

Participants were highly satisfied with the presentations

and workshops offered in the Staff Development Training Program. As was found in a previous staff development program for early childhood teachers, satisfaction ratings were found to be related to self ratings in English and Spanish proficiency.

Similarly, just as license or certification in early childhood was significantly related to achievement in the previous program, license or certification in Common Branches was found to be related to achievement in this program.

On the basis of analyses of the program, the evaluation team offers the following recommendations for consideration in the planning for similar training in the future:

1. A follow-up survey questionnaire should be developed, administered, and analyzed to see whether the training resulted in actual implementation of strategies in the classroom. Such a survey would provide baseline data for planning similar future activities. This may be accomplished through a one-day follow-up session for all participants to discuss their progress in implementing the strategies gained from the training.

2. The Office of Bilingual Education should continue to assess the needs of bilingual, E.S.L., and specialized content area (e.g., math and science) teachers as well as administrators and counselors who work with LEP children. O.B.E. should continue to offer staff development of this nature on different issues and at different grade levels.

This would, incidentally, offer an opportunity to replicate the findings of the present study regarding the relationship among background characteristics, satisfaction, and achievement with a different group of teachers.

3. Program staff should tighten the screening process to make sure that districts send only participants who meet the criterion of no more than four years of experience.

4. Program staff should consider the possibilities of lengthening future workshop sessions, or providing another forum to facilitate greater interaction between presenters and participants.

5. Since the development and implementation of a criterion-referenced instrument based on the objectives of the workshop may not be feasible, the project should eliminate the proposed achievement objective which called for pre-post testing.